

Children and Young People: Rights to Action Single Education Plans: 2006-08

National Assembly for Wales Circular No: 05/2006

Date of Issue: 29 September 2006

**Guidance
Circular**



**LEA
Responsibilities**



Title of document:	Children and Young People: Rights to Action Single Education Plans: 2006-08
Audience:	Chief Executives of County and County Borough Councils in Wales; Directors of Education of County and County Borough Councils in Wales; Diocesan Directors of Education in Wales; WLGA; ELWa; Young People's Partnerships; Early Years and Childcare Development Partnerships; Children and Young People's Framework Partnerships; relevant national and local education bodies in Wales.
Overview:	This document provides guidance on the content of regulations to be made by the National Assembly specifying matters to be dealt with in a new single education plan to be produced by LEAs.
Action required:	Local Education Authorities to follow guidance in preparing Single Education Plans 2006-08.
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Related documents:	'Freedom and Responsibility' published by the Welsh Assembly Government March 2002 'Making the Connections' published by the Welsh Assembly Government October 2004
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CHILDREN AND YOUNG PEOPLE: RIGHTS TO ACTION

SINGLE EDUCATION PLANS: 2006-08

Summary

In its 2002 local government policy statement 'Freedom and Responsibility' the Assembly Government gave a commitment to move to a more coherent policy and planning framework for local authorities, with plan requirements limited to strategic and cross-sectoral plans. The commitment was reiterated in the Assembly Government's 2004 statement on public services 'Making the Connections'.

As a result of work carried out in conjunction with local authority partners, the Assembly Government has consulted on a much reduced framework of required strategies. One of these is a Children and Young People's Plan (CYPP), a joint 3 year strategic plan for local authorities and partner agencies covering all services for children and young people, including education. Planning requirements for the CYPP will be specified in regulations under Section 26 of the Children Act 2004 and will apply from 2008. Consultation will take place later in 2006.

As a stage in the process of moving to CYP plans, the Assembly Government has removed the requirements for education strategic plans, school organisation plans, behaviour support plans and early years and childcare development plans and made regulations for single education plans to cover the period 2006 to 2008.

This guidance sets out the requirements for local authority single education plans. Authorities must consult on their plans, adopt them by 31 July 2006 and publish them by 1 September 2006. Plans apply to the period to August 2008. Updating of targets and supporting information is required by 31 July 2007 but no updating of the plan itself is required.

SECTION 1: Guidance on Single Education Plans

Statutory Basis for Plans

1.1 As children's services authorities, local authorities in Wales are required to publish single education plans (SEPs) in accordance with section 26 of the Children Act 2004 (the 2004 Act), section 29 of the Education Act 1996 (the 1996 Act) and the Single Education Plan (Wales) Regulations 2006 (the regulations). The intention is that these plans should give direction and focus and set intended outcomes for the education services provided by local authorities in keeping with policies set out in The Learning Country.

1.2 In accordance with schedule 5 of the 2004 Act the previous requirements on local education authorities to publish education development plans (known as education strategic plans), school organisation plans, behaviour support plans and early years and childcare development plans have been repealed - though plans themselves remain in force until replaced by single education plans from 1 September 2006.

1.3 Authorities must take account of this guidance in discharging their functions under the regulations in accordance with section 26(5) of the 2004 Act.

1.4 The plan requirements are designed to support a more holistic approach to provision of education services for children and young people as a transitional step to Children and Young People's Plans (CYPPs) which local authorities will need to have from 2008. Consultation on the content of CYPPs will take place in the latter part of 2006, but authorities may wish to make reference in their SEP to links with their broader agenda for Children and Young People.

1.5 Single education plans are to cover the school years 2006-07 and 2007-08. The requirements for updating in 2007 relate to targets (see para 1.37 below) and supporting information (see pars 1.39-1.47).

Nature of Plans

1.6 Plans need to take account of and fit within the framework set out in an authority's community strategy. As required by the regulations, plans need to be strategic. Details of the activity required to take forward the plan should be set out elsewhere in an authority's business and operational plans. The SEP plan might include signposting to these. Single education plans should include brief reference to the ways which strategies contained in the plans will be monitored and reported on. Monitoring and reporting arrangements themselves should be set out in operational plans.

1.7 Plans need to be consulted on with a wide range of interested parties, and published plans need to be made available to a range of stakeholders

and the general public. They need to be succinct and written in a plain style which makes them accessible to both a general and a professional audience.

1.8 Authorities should provide versions of draft and final plans which are accessible to children and young people in keeping with the duty on authorities under Section 176 of the Education Act 2002 (which came into effect 1st September in 2004) to consult pupils on decisions affecting them.

Content of Plans

1.9 The plan must contain a statement of the local authority's overall strategic vision and values for its education provision. Most authorities already include such a statement in their education strategic plan or their community strategy.

1.10 The statement must include brief reference to the way the authority will discharge its responsibilities under equality legislation in relation to education. Accordingly the authority must refer to the discharge of its responsibilities:

- under the Sex Discrimination Act 1975;
- under the Race Relations Act 1976 and the Race Relations Amendment Act 2000, including its policy on the promotion of racial awareness in schools and its strategy for preventing and addressing racism in schools;
- under the Welsh Language Act 1993;
- under the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005 with particular reference to the requirements to have in place a disabled access strategy for schools and, from December 2007, a disability equality scheme;
- under the Human Rights Act 1998.

Authorities may also want to refer to application of the UN Convention of the Rights of the Child; and to links with their Welsh Language Education Plans.

1.11 The plan must include the authority's strategies for:

- raising the standards and improving the performance of schools it maintains;
- raising the standards of education for children and young people not educated in school;
- provision of school places and early years places - including Welsh medium places;

- provision of support, advice and resources to schools to assist them in promoting positive behaviour; and support for children with behavioural difficulties, within or outside schools;
- provision for pupils with additional learning needs;
- development of a community focus for schools.

1.12 The regulations do not make specific reference to the 14-19 agenda since authorities continue to be required to provide separate 14-19 development plans until at least 2008 but the single education plan should make reference to the authority's strategy for development of 14-19 provision and links with its 14-19 development plan. There is no specific reference to foundation phase because this will continue to be rolled out on a pilot basis during the period covered by single education plans.

Raising the Standards and Improving the Performance of Schools

1.13 The Assembly Government is committed to ensuring that all children, wherever they live in Wales have access to high quality education. Accordingly authorities are expected to give particular support through their school improvement strategies to schools, operating in challenging circumstances, i.e. in areas of deprivation, and underperforming or low performing schools. This accords with the general duty on an authority under section 13A of the Education Act 1996 to promote high standards of education in all the schools it maintains.

1.14 The regulations require that in setting out its strategy for raising school standards an authority must cover:

- support for schools whose performance is significantly worse than for other schools with comparable levels of pupils entitled to free school meals (including schools maintained by other authorities in Wales) or which have as a result of inspection been identified in need of special measures, as having serious weaknesses or requiring significant improvement (the term 'requiring significant improvement' is introduced by the Education Act 2005 and is due to replace the term 'serious weakness' in school inspection judgements from September 2006);
- support for schools in improving pupil transition from primary (key stage 2) to secondary (key stage 3) education - in particular support for secondary schools and their feeder primaries in drawing up transition plans during school year 2006-07 which will apply for the first time to pupils transferring in September 2008 - key areas to be covered in plans are joint curriculum planning, achieving continuity in teaching and learning methods, achieving consistency in assessment;
- support to schools to improve standards of literacy and numeracy, including provision for improving the basic skills of under-attainers: the strategy should be derived from analysis of current performance by key stage and identification of areas for improvement: particular

attention should be given to supporting schools to develop a cross curricular approach, including measures to improve the proportion of boys achieving the expected national curriculum levels in English and Welsh by comparison with girls: the plan should refer to action agreed with the Basic Skills Agency;

- support to schools through policies to secure continuity of learning by pupils through the medium of Welsh, particularly at the point of transition from primary to secondary school when a drift from first to second language study occurs
- support for schools to improve pupil attendance rates.

1.15 Strategies for improving the performance of schools need to take account of the Code of Practice on LEA/School Relations; and need to link with the targets agreed with individual schools for attainment.

Pupil Behaviour

1.16 Authorities must set out their strategies for:

- providing advice and support to schools to assist them in promoting positive behaviour in schools including preventing and dealing with bullying;
- supporting schools to help them to keep pupils with behavioural difficulties in school;
- addressing any incidence of high levels of fixed term or permanent exclusions in individual schools;
- making full-time provision for pupils who have been excluded in line with the guidance in NAFW Circulars 51/2004 (Exclusions from Schools and Pupil Referral Units) and 51/2004 (Exclusions from Schools and Pupil Referral Units: Amendments);
- supporting schools to reintegrate excluded pupils and other pupils who have been out of school temporarily for behavioural reasons.

Where the strategies involve work with families and communities and/or partnerships with other organisations and services this should be indicated.

Pupils with Additional Learning Needs

1.17 Authorities must set out their strategies for making provision for a range of pupils with additional learning needs. These are pupils with learning needs, which are significantly greater than the majority of their peers. The main group of pupils likely to have additional learning needs are identified in National Assembly for Wales guidance on inclusion and pupil support issued for consultation in 2005. These are listed below. However, the list should not be regarded as exhaustive. There may be other pupils not falling into these categories who have additional learning needs:

- minority ethnic (ME) groups including learning English as an additional language (EAL);
- children of families seeking asylum or who have refugee status/ unaccompanied asylum seeking children;
- children from Gypsy and Traveller communities;
- pupils with severe, complex and/or specific learning difficulties (special educational needs);
- disabled pupils;
- more able and talented pupils;
- pupils who are looked after by the local authority;
- pupils with medical needs;
- young parents and pregnant young women;
- young offenders;
- children of families in difficult circumstances;
- young carers;
- lesbian, gay, bisexual and transgender pupils;
- school phobics and school refusers; and
- pupils who perform or who have employment.

1.18 The strategies for pupils with additional learning needs must focus on enabling them to fulfil their potential through additional provision in school and support to schools for this; and/or provision outside a school setting (see also paragraphs 1.21-1.24). The strategies should refer to arrangements for monitoring of progress and outcomes for individual pupils in these groups.

1.19 Specific strategies for pupils with special educational needs should promote the inclusion of these pupils in mainstream schools wherever possible. The role of any specialist SEN provision within the local area in contributing to an inclusive approach to learning should be covered.

1.20 Strategies for looked after children must comply with NAFW Circular 2/2001 (Guidance on the Education of Children Looked After by Local Authorities) and NAFW Circular 4/2001 (The Children First Programme) and subsequent circulars on the Children First Programme and must link with the attainment targets the authority sets for these young people.

Raising the Standards of Education for Children and Young People not Educated in School

1.21 A local authority has a general duty under Section 13A of the 1996 Act to promote high standards of education for pupils of compulsory school age educated other than in school. The regulations require the authority to set out its strategy for educating pupils outside the school setting. This needs to cover pupils who have been permanently excluded from school; pupils who are ill and cannot attend school; young parents and pupils who have dropped out for any reason, including those who are school refusers or school phobics; and young people returning from custody who do not move back into school.

1.22 In developing the strategy the authority should consider matters covered in Assembly Government guidance on inclusion and pupil support, including:

- provision of full-time and appropriate education for permanently excluded pupils as well as strategies for their reintegration into mainstream education where appropriate;
- the role of Pupil Referral Units and their links to mainstream schools, including dual registration;
- links to FE colleges;
- work with other agencies, including voluntary sector organisations;
- consultation with learners and their families;
- information gathering on individual pupils and sharing this information between different agencies and services; and
- development of range of learning pathways under the 14-19 agenda.

1.23 The strategy needs to refer to arrangements for identifying and monitoring need, matching provision to that need and evaluating its effectiveness. It should also cover arrangements for monitoring the placement of individual pupils and their progress, individually and as a group. Links with Social Services should be indicated.

1.24 The strategy needs to refer to the monitoring of progress of children being educated at home by LEAs and support for their parents. It should also refer to the arrangements for monitoring education provided by parents who are educating their children at home.

Targets

1.25 The regulations require authorities to set whole authority targets for attainment, pupil attendance and reduction in numbers of exclusions. The range of targets required has been reduced as compared with those required in education strategic plans. Where appropriate the targets use

terminology and definitions in line with National Performance Indicator guidance - appropriate cross-references are given. The issue of targets will be further considered in the context of CYPP requirements for 2008 onwards.

1.26 Authorities need to work with schools in helping them to set targets as described in the Code of Practice on LEA/School Relations. The plan should describe how the authority assists schools in setting appropriate and challenging targets based on evidence.

1.27 Schools themselves are required to set a wider range of targets as set out in The Education (School Performance and Unauthorised Absence Targets) (Wales) Regulations 1999. LEAs may set additional targets at their discretion; however these are not required as part of the single education plan. The plan should indicate how authorities use school targets to set whole authority targets and how targets and performance against targets are reviewed with schools and within the authority. Governing bodies are required to set targets for their schools each autumn; data should therefore be available for consideration of LEA targets in single education plans.

1.28 The targets relate to primary, secondary and special schools. They are for performance of the specified cohort in the stated academic year, e.g. a target for performance at the end of Key Stage 3 in 2007/08 refers to the targeted performance of pupils taught in National Curriculum Year 9 during academic year 2007 to 2008.

1.29 The targets required for attainment are:

- the percentage of pupils in maintained schools in the LEA achieving the Key Stage 2 Core Subject Indicator (being a Level 4 or above, assessed by Teacher Assessment, in each of English or Welsh first language, mathematics and science), *National Performance indicator reference EDU/S/F/003/01-003 refers*;
- the percentage of pupils in maintained schools in the LEA achieving the Key Stage 3 Core Subject Indicator (being a Level 5 or above, assessed by Teacher Assessment, in each of English or Welsh first language, mathematics and science) *National Performance indicator reference EDU/S/F/004/01-004 refers*;
- the percentage of pupils in maintained schools in the LEA achieving the Key Stage 4 Core Subject Indicator (being a GCSE grade C or above in each of English or Welsh first language, mathematics and science);
- the percentage of 15 year olds¹ achieving 5 or more GCSE or equivalent passes at grades A*-C;
- the average point score for 15 year olds, *National Performance indicator reference EDU/S/F/005/01-005 refers*;

¹ '15 Year Olds' refers to Pupils aged 15 as at the 31 August preceding the start of the reporting academic year.

- the percentage of pupils finishing full time education² without an approved qualification³ (as set in the authority's performance agreement with the Assembly Government), *National Performance indicator reference EDU/S/F/002/01-002(i) refers.*

1.30 Schools are not currently required to set a target for the average point score for 15 year olds. However the introduction of such a target for LEAs as part of the SEP should not impose a new burden. Average point score is currently included on school RE2 forms and published at national and LEA level.

1.31 The average point score is currently calculated on the basis of the total points score for GCSE and GNVQ qualifications achieved by all pupils aged 15, divided by the cohort number to provide an average. Use of a new point score calculation based on a wider range of approved pre-16 qualifications is currently being piloted. Any subsequent change in policy following this pilot will be reflected in guidance on target setting to be issued early in 2006.

1.32 The targets to be set for attendance are:

- total attendance rate for primary schools;
- total attendance rate for secondary schools (as set in the authority's policy agreement with the Assembly Government), *National Performance indicator reference EDU/S/F/001/01-001(i) refers.*

1.33 The targets to be set for exclusions are:

- the rate of permanent exclusions per 1000 pupils for secondary schools;
- the percentage of days lost due to fixed term exclusions and the average length of exclusion in days for both primary and secondary schools.

1.34 The targets in single education plans need to be set for school years 2006-07 and 2007-08. To give context the outcomes for school year 2004-05 and targets set in supplementary education strategic plans for school years 2004-05 and 2005-06 should be recorded.

1.35 The grid at Annex 1A provides a suggested summary lay out for the targets. These should appear in the main text of the plan - not as an annex.

1.36 Authorities should explain how strategies described in the plan to drive up standards, improve attendance rates and support schools to retain disruptive pupils are expected to impact so as to achieve the targets.

2 Being those pupils who cannot be identified as continuing their education at the reporting school, transferring to another educational establishment or entering work based learning.

3 Approved qualifications are those external qualifications approved for use with persons aged 16 and under, under section 96 of the Learning and Skills Act 2000

Target Updating

1.37 The regulations require authorities to roll forward and republish targets in July 2007. Accordingly targets should be reset (amended as appropriate) for 2007-08 and set for 2008-09 in the context of outcomes for school year 2005-06 and targets for 2006-07. The grid at Annex 1B provides a suggested format for publishing updated targets.

Development of a Community Focus for Schools

1.38 Authorities are required to set out their strategy for supporting schools to develop a community focus, taking account of the Assembly Government grant for community focused school initiatives, available from 2005-06. Guidance on the administration of the grant and the criteria is contained in NAFW Circular 31/2005 (Guidance on the Welsh Assembly Government Community Focused Schools Grant). Circular 34/2003 (Community Focused Schools) provides guidance on the development of community focused schools and how community focused services and activities may be developed.

Provision of School Places and Early Years Places

1.39 The plan should set out the authority's conclusions on the need to add or remove school places so as to match school provision with identified need in all sectors from age 3 to post-16; and its strategy to achieve a match between supply and demand.

1.40 Particular attention should be given to the demand for and adequacy of provision of faith schools and for Welsh medium schools.

1.41 LEAs need to have in place arrangements to assess demand for Welsh medium provision. Authorities with a lower percentage of Welsh speakers amongst their total population than the all Wales figure of 20.8% (2001 census) should give particular attention to assessing demand for Welsh medium schools to ensure that they are making adequate provision. To assist these authorities a model survey form for assessing demand is included at Annex 2. Authorities may need to adapt this to their own circumstances. Authorities not in this category, and particularly authorities where the percentage of Welsh speakers is only marginally above the all Wales figure, should consider whether there are parts of their areas where there is a potential for growth in demand for Welsh medium schools and whether they should carry out surveys in these locations.

1.42 The authority's conclusions on supply of school places and action needed to match supply and demand must be supported by 2005-06 data on individual schools by type (current pupil numbers and their capacity), and by forecasts of pupil populations for the 5 school years 2006-07 to 2010-11 (indicating the assumptions and planning tools used) as set out in schedule 3 to the Regulations. Standard tables which can be used to set out the data are at Annex 3.

1.43 Data should also be collected on the number of applications for places at maintained schools which are refused each year (other than where a child has been excluded from 2 or more schools). This data is needed to inform the public about the supply of school places; to enable the authority to plan school provision; and to enable the Welsh Assembly Government to assess whether authorities are meeting their duty to provide sufficient and appropriate types of school places. Information should be provided on a school by school basis on the tables at annex 3. It should include data for VA and Foundation schools and for schools operating delegated admissions arrangements.

1.44 The regulations require authorities to roll data on school places and forecasts of pupil numbers forward by a year and publish it in July 2007.

1.45 Using the data the authority must set out its strategy for provision of early years and school places taking into account:

- any reduction or growth in pupil numbers in any part of the authority's area resulting in a surplus or a deficit of places;
- existing levels of surplus places or incidence of overcrowding;
- assessed demand for places in Welsh medium schools (as referred to above) linked to the conclusions and targets in the authority's Welsh Education Scheme;
- the need to bring all school buildings up to a fit standard for delivery of the national curriculum and where appropriate enabling community use of school premises - by reference to the authority's asset management plan for its education estate;
- the legal limit of 30 pupils on the size of infant classes and the desirability of limiting junior class sizes to 30 pupils;
- the obligation to provide at least part time early years education, through the medium of English or Welsh according to parental demand, from the term after the child's 3rd birthday for parents who want it;
- the legal obligation to improve access for disabled pupils by implementation of an access strategy and to facilitate access for disabled employees and other users of school premises;
- the need to provide post 16 school places in accordance with grant provided by the Assembly Government under the Learning and Skills Act 2000;
- the need to provide for pupils with additional educational needs in special schools, special units attached to mainstream schools or in non-maintained special schools or independent schools.

1.46 In setting out its strategy for meeting demand for early years places and data on places, the authority should cover:

- whether its policy is to provide full or part - time places and whether an annual or termly intake operates;
- how it addresses demand for Welsh medium or faith based settings;
- details of the places provided both in the maintained and (funded) non-maintained sectors. The information should include:

for the maintained sector the:

- name, address and contact details of the school;
- medium of provision in the school; and
- number of relevant places in the school (both part-time and full-time) for the 2005/06 school year the number on roll (distinguishing part and full-time) and for 2006/07 and 2007/08 the anticipated numbers on roll. Where a school operates a termly intake the number on roll for 2005/06 should be based on the actual numbers as at January 2006 plus the anticipated intake for the summer term 2006.

For the non-maintained sector the:

- name, address and contact details of the setting;
- type of setting (whether Cylch Meithrin, English medium playgroup, childminder or private day nursery etc.);
- the medium of provision in the setting; and
- for the 2005/06 school year the number of (part-time) places agreed with the EYCD Partnership as eligible for funding, the number of pupils using the funded places, and for the 2006/07 and 2007/08 school years the anticipated numbers of such pupils.

The regulations require authorities to roll forward data on early years places and forecasts of pupil numbers by a year and publish it in July 2007.

1.47 The authority's strategy for making provision for pupils with special education needs must be underpinned by the data required in schedule 3 to the regulations. This covers capacity in special schools and special units broken down by the special educational need catered for and whether the provision is Welsh or English medium. Special units attached to mainstream schools may also be referred to as resource bases or units. Such bases or units, which are funded and maintained by LEAs, provide for the education of pupils with SEN on a full or part-time basis.

The proforma at Annex 4 can be used to set out the data. The regulations require authorities to roll forward data on the number of SEN places in maintained settings by a year and publish it in July 2007.

1.48 The inclusion in the Single Education Plan of conclusions about the reorganisation of school provision does not replace the requirement to publish statutory proposals for changes to individual schools. Regulations and guidance in accordance with sections 28 to 35 of the Schools Standard and Framework Act 1998 apply to such proposals.

1.49 There is no compulsion on local authorities or school governors to make statutory proposals to meet needs identified in the single education plan, but if a shortfall of places is identified - perhaps in one particular sector or locality - the authority will need to take steps, possibly including statutory proposals, to increase provision so as to meet its duty to secure sufficient school places in its area. Conversely, where a plan identifies significant over-supply of places, the authority will need to review whether the current pattern of provision is making the most efficient and appropriate use of education resources; and consider whether amalgamations or closures of schools or other changes including where appropriate community use are appropriate.

1.50 The context established by the plan should be taken into account by those bringing forward proposals and decisions should be taken in that overall context.

However, local authorities or governors of foundation and voluntary aided schools may also publish proposals that do not arise directly from issues identified in the plan, perhaps to respond to or take advantage of an unexpected situation.

Other Issues

1.51 Authorities are free to cover other issues in their plans if they wish but they should bear in mind the need to keep the plan at a strategic level, to keep it succinct and to ensure that it is accessible to a wide readership - professional, children and young people and general. Examples of the additional issues an authority might wish to cover could be its strategy for providing information and advice to parents; its policies for professional development of school staff; its policies for developing leadership and management in schools; child protection in the context of education services; handling complaints and providing advocacy services for pupils; or its healthy schools strategy.

Consultation on Plans

1.52 In preparing draft plans authorities need to ensure that all of the relevant interests within the authority itself are involved. This will include in addition to the education service, children's services, education welfare services and the youth services. Authorities are also recommended to discuss the proposed content of their plan with their Estyn District Inspector.

1.53 Authorities are required to provide a draft of the plan - electronically or in hard copy - to the following:

- Schools Management Division of the Welsh Assembly Government on behalf of the National Assembly;
- the governing body and headteacher of every school maintained by the authority;
- the teacher in charge and any management committee for every Pupil Referral Unit;
- the diocesan authority for any church school maintained by the authority;
- the Welsh Language Board;
- local health boards and NHS trusts operating in the local authority's area;
- the Young People's Partnership for the authority's area;
- the Early Years Development and Childcare Partnership for the authority;
- the Standing Advisory Council on Religious Education for the authority;
- Youth Offending Teams operating in the authority's area;
- Community Safety Partnerships operating in the authority's area;
- the Children and Young People's Partnership for the authority.

1.54 Authorities are also required to consult any other organisations or groups they consider appropriate. It is recommended that authorities consider consulting in addition:

- teacher and other unions with staff in local schools;
- local groupings representing headteachers or governors;
- local parent groups e.g. RhAG (Parents for Welsh Medium Education);
- representatives of local religious, community and business organisations;
- voluntary organisations working locally with disadvantaged or vulnerable children, or with children with special educational needs;
- organisations working locally to address discrimination on grounds of race, sex, disability or sexual orientation;
- children and young people e.g. through the local youth forum and school councils

- neighbouring local authorities;
- 14-19 partnerships and Community Consortia for Education and Training (CCETs);
- any Health, Social Care and Wellbeing Partnership in the authority's area.

1.55 Consultation with children and young people should be on the basis of materials (written, audio-visual) suitable for the purpose. An executive summary of the document framed for a young readership would be one possibility.

1.56 The minimum period for consultation specified in the regulations is 8 weeks.

1.57 Consultation is not required on the school places, early years provision and special educational needs data. Consultation is also not required for revised targets for attainment, attendance and exclusions to be published in July 2007 though it is expected that these will take account of individual school targets and emerge from discussion with schools.

Adoption and Publication of Plans

1.58 Authorities are required to adopt their single education plans by 31 July 2006 and to publish them by 1 September 2006.

1.59 The publication requirement is satisfied by placing the plan electronically on the authority's website and making copies of the plan available for inspection by members of the public at the authority's offices and any other appropriate place. Updated targets and data on pupil numbers, school places, early years provision and special education needs data should be published on the authority's website by 31 July 2007.

1.60 Copies of the plan must be provided (electronically or in hard copy) to those the authority is required to consult but authorities are recommended to provide copies to all those they have consulted. A copy of the plan must also be provided to anyone who requests it. Copies of the updated targets and data on pupil numbers, school places, early years provision and special educational needs data should be provided to schools maintained by the authority and made available to anyone who requests them.

1.61 Authorities should make available a version of the plan accessible to children and young people to their youth forum, all school councils and any other pupils who request a copy.

1.62 In publishing the plan, authorities will need to take account of the requirements of their Welsh Language Scheme.

2006 No. 877 (W.82)

EDUCATION, WALES

**The Single Education Plan
(Wales) Regulations 2006**

EXPLANATORY NOTE

(This note is not part of the Regulations)

Section 29 of the Education Act 1996 (the 1996 Act), requires a Local Education Authority (the authority) to provide information to the National Assembly for Wales (the National Assembly).

Section 26 of the Children Act 2004 (the 2004 Act), provides that the National Assembly can require by Regulations a children's services authority in Wales, from time to time to prepare and publish a plan setting out the authority's strategy for discharging their functions in relation to children and relevant young persons.

These Regulations are made under sections 29(3), (5) and 569 of the 1996 Act and 26 of the 2004 Act, and revoke and replace the following Regulations:-

The Local Education Authority (Behaviour Support Plans) Regulations 1998;

The Local Education Authority (Behaviour Support Plans) (Amendment) (Wales) Regulations 2001;

The Education Development Plans (Wales) Regulations 2002;

The Education (School Organisation Plans) (Wales) Regulations 2003;

The Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) Regulations 2003, regulations 5 to 7 and the Schedule;

The Education Development Plans (Amendment) (Wales) Regulations 2005.

These Regulations provide for the following matters:-

The requirement for an authority to prepare and publish a Single Education Plan (*regulation 3*);

The content of a Single Education Plan (*regulation 4 and Schedules 2 and 3*);

The duration of a Single Education Plan (*regulation 5*);

The persons and bodies whom an authority is required to consult when preparing a Single Education Plan, and the manner in which they are required to carry out that consultation (*regulation 6*);

The date on which an authority is required to adopt a Single Education Plan (*regulation 7*);

The date on which an authority is required to publish a Single Education Plan (*regulation 8*);

The revision of Targets for attainment, attendance and exclusion (*regulation 9 and Part 3 of Schedule 2*);

The revision of Supporting Information (*regulation 10 and Schedule 3*);

The manner in which the authority is required to publish documents (*regulation 11*);

The persons to whom an authority is required to provide copies of a Single Education Plan (*regulation 12*);

The transitional provisions relating to section 44 of the Education Act 2005 coming into force (*regulation 13*).

2006 No. 877 (W.82)

EDUCATION, WALES

**The Single Education Plan
(Wales) Regulations 2006**

Made 21 March 2006

Coming into force 1 April 2006

In exercise of the powers conferred on the Secretary of State by sections 29(3), (5) and 569 of the Education Act 1996⁽¹⁾, now vested in the National Assembly for Wales⁽²⁾, and the powers conferred on the National Assembly for Wales by sections 26 and 66(1) of the Children Act 2004⁽³⁾, the National Assembly for Wales makes the following Regulations:—

Title, commencement, revocation and application

1.—(1) The title of these Regulations is the Single Education Plan (Wales) Regulations 2006, and they come into force on 1 April 2006.

(2) Subject to paragraph (3), the Regulations listed in the first and second columns of the table in Schedule 1 are revoked to the extent specified in the third column of that table.

(3) Any plan, in force immediately before 1 April 2006, made under the Regulations referred to in paragraph (2), is to continue in force until 1 September 2006 despite the revocation by that paragraph of the Regulations under which it was made.

(4) These Regulations apply in relation to Wales.

⁽¹⁾ 1996 c.56. Sub-section (3) of section 29 was amended by section 140(1) and (3) of, and Schedule 30 and 31 to the School Standards and Framework Act 1998 (c.31). For the definition of “prescribed” and “regulations” see section 142(1) of the 1998 Act.

⁽²⁾ See the National Assembly for Wales (Transfer of Functions) Order 1999 (S.I. 1999/ 672).

⁽³⁾ 2004 c.31. Section 26 was commenced on 1 April 2006 by S.I. 2006/885 (W.85) (C.23).

Interpretation

2.—(1) In these Regulations —

“the 1996 Act” (“*Deddf 1996*”) means the Education Act 1996;

“the 1998 Act” (“*Deddf 1998*”) means the School Standards and Framework Act 1998⁽⁴⁾;

“the 2002 Act” (“*Deddf 2002*”) means the Education Act 2002⁽⁵⁾;

“the 2004 Act” (“*Deddf 2004*”) means the Children Act 2004⁽⁶⁾;

“appropriate diocesan authority” (“*awdurdod esgobaethol priodol*”) means in relation to a Church in Wales school or a Roman Catholic Church school —

(i) the Diocesan Board of Finance or other person designated by the National Assembly under section 142(1) of the 1998 Act⁽⁷⁾ (as the case may be) for every diocese of the Church in Wales, and

(ii) the bishop of every diocese of the Roman Catholic Church,

any part of the area of which (in each case) lies within the authority’s area;

“authority” (“*awdurdod*”) means a children’s services authority in Wales which is a local education authority⁽⁸⁾;

“Church in Wales school” (“*un o ysgolion yr Eglwys yng Nghymru*”) has the meaning given to it by section 142(1) of the 1998 Act;

“excluded” (“*a waherddir*” ac “*a waharddwyd*”) means excluded on disciplinary grounds, and “exclusion” (“*wedi’u gwahardd*” a “*gwaharddiad*”) has a corresponding meaning;

“National Assembly” (“*y Cynulliad Cenedlaethol*”) means the National Assembly for Wales;

“nursery education” (“*addysg feithrin*”) has the meaning given to it by section 117 of the 1998 Act, and nursery places is to be construed accordingly;

“Roman Catholic Church school” (“*un o ysgolion yr Eglwys Gatholig Rufeinig*”) has the

⁽⁴⁾ 1998 c.31.

⁽⁵⁾ 2002 c.32.

⁽⁶⁾ 2004 c.31.

⁽⁷⁾ The function of designating has been transferred under the National Assembly Transfer of Functions Order 1999 (S.I.1999/672).

⁽⁸⁾ See section 65(1) of the 2004 Act for the meaning of children’s services authority in Wales, which means a county council or county borough council.

meaning given to it by section 142(1) of the 1998 Act;

“school maintained by a local education authority” (*ysgol a gynhelir gan awdurdod addysg lleol*) (including any reference to a school maintained by a specific authority) has the meaning given to it by section 142(1) of the 1998 Act;

“Single Education Plan” (*Cynllun Addysg Sengl*) means the plan referred to in regulation 3(3) and, unless the contrary is indicated, includes the Supporting Information;

“the Supporting Information” (*yr Gwybodaeth Ategol*) means the information referred to in regulation 4; and

“Targets” (*Targedau*) means the Targets referred to in Part 3 of Schedule 2.

(2) In these Regulations, references to publication (however expressed) are references to publication in accordance with regulation 11.

Authorities to prepare and publish Single Education Plan

3.—(1) Each authority must prepare and publish a Single Education Plan in accordance with these Regulations.

(2) The plan must contain a statement of the overall strategic vision and values that the authority apply in discharging their education responsibilities, having regard to their responsibilities under equality legislation, including in particular the Welsh Language Act 1993⁽⁹⁾, the Sex Discrimination Act 1975⁽¹⁰⁾, the Race Relations Act 1976⁽¹¹⁾, the Disability Discrimination Act 1995⁽¹²⁾, and the Human Rights Act 1998⁽¹³⁾.

(3) In this regulation a “Single Education Plan” (*Cynllun Addysg Sengl*) means a plan of the kind referred to in section 26(1) of the 2004 Act covering the authority’s strategies for —

- (a) raising the standards of education for children and young people being educated at schools maintained by the authority or otherwise than at school;
- (b) improving the performance of schools maintained by the authority;
- (c) the planning of school places and nursery places to meet the needs of the population of the authority’s area; and

⁽⁹⁾ 1993 c.38.
⁽¹⁰⁾ 1975 c.65.
⁽¹¹⁾ 1976 c.74.
⁽¹²⁾ 1995 c.50.
⁽¹³⁾ 1998 c.42.

- (d) the education of pupils who by reason of illness, exclusion or otherwise are not attending school;

and Targets for improved pupil attainment and attendance, and for reducing the number of pupils excluded from school.

- (4) The content of a Single Education Plan must conform with regulation 4.

Content of Single Education Plan

4. Each Single Education Plan must include provision dealing with the matters referred to in Schedule 2 to these Regulations, and must be accompanied by the supporting information referred to in Schedule 3 (“the Supporting Information”).

Duration of Single Education Plan

5. Each Single Education Plan is to have effect for the period commencing on 1 September 2006 and ending on 31 August 2008.

Consultation

6.—(1) This regulation prescribes the consultation which each authority are required to carry out in drawing up their Single Education Plan.

(2) The following must be consulted on the plan in draft —

- (a) the National Assembly;
- (b) the head teacher and the governing body of every school maintained by the authority;
- (c) in relation to every pupil referral unit maintained by the authority —
 - (i) the teacher in charge, and
 - (ii) where Regulations under paragraph 15 of Schedule 1 to the 1996 Act⁽¹⁴⁾ require the authority to establish a management committee for that unit, that committee;
- (d) the appropriate diocesan authority for any Church in Wales school or Roman Catholic school maintained by the authority;

⁽¹⁴⁾ Paragraph 15 was inserted by section 48 of the Education Act 1997 (c.44), and amended by section 140 of, and Schedule 30 to the 1998 Act, and the Local Authorities (Executive and Alternative Arrangements) (Modification of Enactments and other provisions) (Wales) Order 2002, S.I. 2002/808 (W.89).

- (e) the Welsh Language Board (within the meaning of section 1 of the Welsh Language Act 1993);
- (f) Local Health Boards (within the meaning of section 16BA of the National Health Service Act 1977⁽¹⁵⁾);
- (g) NHS Trusts (within the meaning of section 5 of National Health Service and Community Care Act 1990⁽¹⁶⁾);
- (h) the Young People's Partnership⁽¹⁷⁾;
- (i) the Early Years Development and Childcare Partnership (within the meaning of section 119 of the 1998 Act)⁽¹⁸⁾;
- (j) the Standing Advisory Council on Religious Education (within the meaning of section 390 of the 1996 Act)⁽¹⁹⁾;
- (k) Youth Offending Teams (within the meaning of section 39 of the Crime and Disorder Act 1998 ⁽²⁰⁾);
- (l) Community Safety Partnerships⁽²¹⁾;
- (m) Children and Young People's Partnership⁽²²⁾; and

(n) such other persons or bodies as appear to the authority to be appropriate.

(3) In the case of the bodies referred to in subparagraphs (f) to (m) of paragraph (2) only bodies which cover the whole or any part of the authority's area are to be consulted.

(4) The authority must consult on the draft plan for a period of not less than eight weeks.

(5) The authority must carry out the consultation by sending to every consultee a draft

⁽¹⁵⁾ 1977 c.49. Section 16BA was inserted by section 6(1) of the National Health Service Reform and Health Care Professionals Act 2002 (c.17).

⁽¹⁶⁾ 1990 c.19.

⁽¹⁷⁾ A partnership under that name, includes, any partnership established for the furtherance of the objectives of section 123(2) of the Learning and Skills Act 2000 (c.21).

⁽¹⁸⁾ Section 119 was amended by section 150 of the 2002 Act.

⁽¹⁹⁾ Section 390 was amended by section 140(1) of, and Schedule 30 to the 1998 Act.

⁽²⁰⁾ 1998 c.37. Section 39 was amended by the Criminal Justice and Court Services Act 2000 (c.43), and the Children Act 2004.

⁽²¹⁾ The Community Safety Partnership was established for the purposes of sections 5 and 6 of the Crime and Disorder Act 1998.

⁽²²⁾ A Partnership under that name, includes, any Children's Partnership established for the furtherance of the objectives of sections 25 and 26 of the 2004 Act.

of the plan inviting comments on it within a specified period.

(6) The requirement in paragraph (5) to send a draft of the plan to consultees may be satisfied by sending copies by electronic mail.

(7) For the purposes of this regulation “Single Education Plan” does not include the Supporting Information.

Adoption of Single Education Plan

7. Each authority must adopt a Single Education Plan by 31 July 2006.

Publication of Single Education Plan

8.—(1) Each authority must publish their Single Education Plan, as so adopted, by 1 September 2006.

Revision of Targets

9.—(1) The Targets are to be reviewed and revised Targets published, on or before 31 July 2007.

(2) The revised Targets are to cover the school years 2007-08 and 2008-09.

(3) The authority need not consult on their revised Targets.

Revision of the Supporting Information

10.—(1) The Supporting Information is to be reviewed, and revised Supporting Information, published on or before 31 July 2007.

(2) The revised information is to cover —

- (a) the information referred to in paragraphs (a) to (d) of Schedule 3 for the school year 2006-07 and the following five school years;
- (b) the information referred to in paragraph (e) of Schedule 3 for the school years 2006-07, 2007-08 and 2008-09; and
- (c) the information referred to in paragraph (f) of Schedule 3 for the school year 2006-07.

(3) The authority need not consult on revised Supporting Information.

Publication requirements

11.—(1) For the purposes of these Regulations, documents which are required to be published are to be treated as published on the date on which the requirements set out below in this regulation are satisfied or, if different requirements are

satisfied on different dates, on the last of those dates.

(2) Each authority must publish the document electronically on the internet on the authority's web-site.

(3) Each authority must at such times as may be reasonable, make copies of the document available for inspection by members of the public —

- (a) at the authority's offices; and
- (b) at such other places as may be reasonable.

Provision of copies of Single Education Plan

12.—(1) Each authority must provide a copy of their Single Education Plan to —

- (a) all those required to be consulted under regulation 6; and
- (b) any person who requests a copy.

(2) A copy of the revisions made to the Targets in pursuance of regulation 9 must be provided to —

- (a) the National Assembly;
- (b) every school maintained by the authority; and
- (c) any person who requests a copy.

(3) A copy of the revisions made to the Supporting Information in pursuance of regulation 10 must be provided to —

- (a) the National Assembly;
- (b) every school maintained by the authority; and
- (c) any person who requests a copy.

(4) Where a copy is requested under paragraph (1), (2) or (3) the requirement may be satisfied by sending it by electronic mail.

Transitional provision

13. Until the coming into force of section 44 of the Education Act 2005⁽²³⁾, the references in paragraph 3(a)(ii) and (iii) of Schedule 2 to special measures being required to be taken in relation to the school are to be read as references to the school requiring special measures within the meaning of section 13(9) of the School Inspections Act 1996⁽²⁴⁾, and references in those paragraphs to the school requiring significant improvement are to be read as references to the school having serious weaknesses within the

⁽²³⁾ 2005 c.18.

⁽²⁴⁾ 1996 c.57.

meaning of section 16A(4) of the School Inspections Act 1996⁽²⁵⁾).

Signed on behalf of the National Assembly for Wales under section 66(1) of the Government of Wales Act 1998⁽²⁶⁾.

Date

The Presiding Officer of the National Assembly

⁽²⁵⁾ Section 16A(4) was inserted by section 54 of the 2002 Act.

⁽²⁶⁾ 1998 c.38.

SCHEDULE 1

Regulation 1

Regulations Revoked

<i>SI No</i>	<i>Title</i>	<i>Provisions revoked</i>
S.I. 1998/ 644	Local Education Authority (Behaviour Support Plans) Regulations 1998	All
S.I. 2001/ 606 (W.29)	Local Education Authority (Behaviour Support Plans) (Amendment) (Wales) Regulations 2001	All
S.I.2002/ 1187 (W.135)	Education Development Plans (Wales) Regulations 2002	All
S.I.2003/ 893 (W.113)	Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) Regulations 2003	Regulations 5,6 and 7 and the Schedule.
S.I.2003/ 1732 (W.190)	Education (School Organisation Plans) (Wales) Regulations 2003	All
S.I. 2005/ 434 (W.45)	Education Development Plans (Wales) (Amendment) Regulations 2005	All

SCHEDULE 2

Regulation 4

MATTERS TO BE DEALT WITH IN SINGLE EDUCATION PLANS

PART 1

Introductory

Interpretation

14. In this Schedule —

“GCSE” (“*TGAU*”) means a General Certificate of Secondary Education;

“key stage” (“*cyfnod allweddol*”) is to be construed in accordance with section 103 of the 2002 Act;

“level 4” (“*lefel 4*”) and “level 5” (“*lefel 5*”) means levels 4 and 5 respectively of the National Curriculum for Wales level scale as determined by teacher assessment;

“NQF” (“*NQF*”) means the National Qualifications Framework comprising qualifications accredited jointly by the National Assembly exercising functions formerly vested in the Qualification, Curriculum and Assessment Authority for Wales and the corresponding regulatory authorities for England and Northern Ireland⁽²⁷⁾, and “level” (“*lefel*”) (except in relation to “level 4” and “5”, which are defined above) means the level to which a qualification is accredited within the NQF;

⁽²⁷⁾ For the Transfer of Functions to the National Assembly see the Qualification, Curriculum and Assessment Authority for Wales (Transfer of Functions to the National Assembly for Wales and Abolition Order 2005, S.I. 2005/3239 (W.244)). The corresponding regulatory authorities are the Qualifications and Curriculum Authority (England) and the Council for the Curriculum, Examinations and Assessment (Northern Ireland). Qualifications are listed by category and level. The framework may be accessed on www.qca.org.uk.

“school year” (“*blwyddyn ysgol*”) means the period of one year beginning on 1st September;

“second key stage pupils” (“*disgyblion yr ail gyfnod allweddol*”), “third key stage pupils” (“*disgyblion y trydydd cyfnod allweddol*”), and “fourth key stage pupils” (“*disgyblion y pedwerydd cyfnod allweddol*”) mean pupils who are in the second, third and fourth key stages respectively;

“special educational needs” (“*anghenion addysgol arbennig*”) has the meaning given to it by section 312(1) of the 1996 Act; and

“statement of special educational needs” (“*datganiad o anghenion addysgol arbennig*”) has the meaning given to it by section 324 of the 1996 Act⁽²⁸⁾.

PART 2

Strategies

15. A Single Education Plan must include, for the period referred to in regulation 5, the strategies referred to in this Part.

16. A statement setting out the authority’s strategy for improving the performance of schools maintained by the authority, including their strategies for the following —

(a) support for schools —

(i) whose performance is significantly worse than for other schools in Wales with comparable levels of pupils entitled to free school meals; or

(ii) which have been inspected by a registered inspector, whose inspection report states that in the inspector’s opinion special measures are required to be taken in relation to the school, or the school requires significant improvement, and that the Chief Inspector agrees with that opinion; or

(iii) which have been inspected by a member of the Inspectorate whose inspection report states that in the inspector’s opinion special measures

⁽²⁸⁾ Section 324 has been amended by section 9 of the Special Needs and Disability Act 2001 (c.10), and section 140 and Schedule 30 to the 1998 Act, and section 215 and Schedule 21 to the 2002 Act.

are required to be taken in relation to the school, or the school requires significant improvement.

- (b) support for schools in improving pupil transition between the second key stage and third;
- (c) support to schools to improve standards of literacy or numeracy, including provision for improving the basic skills of under-attainers;
- (d) provision for pupils with learning needs which are significantly greater than those of the majority of their peers;
- (e) support for schools which is aimed at keeping pupils in school and reintegrating excluded pupils;
- (f) support to schools to develop community focus;
- (g) support for linguistic continuity in the Welsh language; and
- (h) support to schools to improve pupil attendance.

17. A statement setting out the authority's strategy, and the provision they propose to make, whether part time or full time, for pupils who by reason of illness, exclusion, or otherwise are not attending school, and for raising the standards of education of such pupils.

18. A statement setting out the authority's strategy for planning school places (including the action they consider is needed to match supply of school places with identified need), taking into account—

- (a) any projected reduction or growth in pupil numbers in any part of the authority's area which would result in a surplus or deficit of available places;
- (b) any existing levels of surplus places and incidence of overcrowding;
- (c) demand for Welsh medium places;
- (d) demand for places at faith schools;
- (e) the need to bring all school buildings up to a fit standard for delivery of the National Curriculum for Wales and, where appropriate, to do so in a way which facilitates community use of school premises;
- (f) the legal requirements to secure compliance with the statutory limit on infant class sizes prescribed under section 1 of the 1998 Act⁽²⁹⁾, and the

⁽²⁹⁾ The Education (Infant Class Sizes) (Wales) Regulations 1998 (S.I. 1998/1943) specifies the infant class size limits to ordinarily be 30.

desirability of limiting junior classes to 30 pupils;

- (g) the need to secure nursery education (in accordance with requirements imposed by virtue of Regulations under section 118 of the 1998 Act)⁽³⁰⁾;
- (h) their legal responsibilities under the Disability Discrimination Act 1995⁽³¹⁾, or any other legislation, to improve access for disabled pupils and to facilitate access for disabled employees and other users of school premises;
- (i) the need to provide post-16 school places; and
- (j) the need to provide for pupils with special educational needs in special schools maintained by the authority, or in special units attached to other categories of schools so maintained, or by placement in non-maintained special schools or in independent schools.

19. A statement setting out how the authority proposes to monitor progress in respect of each of its strategies referred to in this Part.

PART 3

Targets

Targets for attainment, attendance and exclusion

20.—(1) In respect of the school years 2006-07 and 2007-08 the Targets for attainment, attendance and exclusions referred to in subparagraphs (2), (3) and (5) below.

(2) The Targets to be set for attainment are —

- (a) The percentage of second key stage pupils in schools maintained by the authority achieving level 4 or above in both mathematics and science and either English or Welsh (first language) as assessed by teacher assessment;

⁽³⁰⁾ See the Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) Regulations 2003, S.I. 2003/893, (W.113) as amended by Education (Nursery Education and Early Years Development and Childcare Plans) (Wales) (Amendment) Regulations 2005 S.I. 2005/1813, (W. 143).

⁽³¹⁾ 1995 c.50.

- (b) The percentage of third key stage pupils in schools maintained by the authority achieving level 5 or above in both mathematics and science and either English or Welsh (first language) as assessed by teacher assessment;
 - (c) The percentage of fourth key stage pupils in schools maintained by the authority achieving a GCSE grade C or above in both mathematics and science and either English or Welsh (first language);
 - (d) The percentage of pupils aged 15 in schools maintained by the authority who achieved any grade from A* to C in five or more GCSE examinations, or an equivalent achievement in other examinations at NQF level 2 or in any combination of GCSE or other examinations at NQF level 2;
 - (e) The average number of points achieved by pupils aged 15 in schools maintained by the authority in examinations of the kind referred to in paragraph 5 of Part 1 of Schedule 4 to the Education (School Information) (Wales) Regulations 1999⁽³²⁾ as calculated in accordance with that paragraph; and
 - (f) The percentage of pupils leaving full time education without any approved qualification⁽³³⁾.
- (3) The Targets to be set for attendance are —
- (a) The total attendance rate for primary schools maintained by the authority; and
 - (b) The total attendance rate for secondary schools maintained by the authority.
- (4) In sub-paragraph (3) —
- “the total attendance rate” (“*cyfanswm cyfradd y presenoldebau*”) means the total number of attendances in the school year in relation to which the target is being set expressed as a percentage of the total number of possible attendances in that school year; and
- “the total number of possible attendances” (“*cyfanswm nifer y presenoldebau posibl*”) means the number produced by multiplying the number of day pupils of compulsory school age registered at, as the case may be, primary schools or secondary schools maintained by the authority in the school year in relation to

⁽³²⁾ S.I. 1999/1812, as amended by S.I. 2004/1736 (W.179).

⁽³³⁾ An approved qualification is a qualification approved under section 99 of the Learning and Skills Act 2000, for the purposes of section 96 of that Act.

which the target is being set by the number of school sessions in that school year.

(5) The Targets to be set for exclusions are —

(a) for both the primary and secondary sectors, the percentage of school days lost due to fixed-term exclusions and the average length of fixed-term exclusions in days; and

(b) for secondary schools, the rate of permanent exclusions per 1000 pupils.

(6) For the purposes of paragraph (2), references to pupils aged 15 are to pupils who were aged 15 on the 31 August immediately prior to the beginning of the school year in respect of which the target is set.

SCHEDULE 3

Regulation 4

Supporting Information

A Single Education Plan must be accompanied by an Annex containing the following information —

- (a) the number of primary and secondary pupils in the authority's area for the school year 2005-06, and the projected number of such pupils for the following five school years;
- (b) the number of pupils on roll at each school maintained by the authority (including nursery schools and special schools) in the school year 2005-06 compared to its capacity, and the projected number on roll for the following five school years;
- (c) demand for Welsh medium provision in schools maintained by the authority as compared with available places for the school year 2005-06 and the following five school years;
- (d) demand for provision in faith schools maintained by the authority as compared with available places for the school year 2005-06 and the following five school years;
- (e) in relation to the 2005-06 school year—
 - (i) the number of nursery places in schools maintained by the authority;
 - (ii) the number of such places funded by the authority in non-maintained settings; and
 - (iii) separately in relation to the information specified in sub-paragraphs (i) and (ii) the number of places in—
 - Welsh-medium schools or settings, and
 - English-medium schools or settings,and, in each case, the projected number of places for the school years 2006-07 and 2007-08; and
- (f) in relation to the 2005-06 school year the total number of places in the following settings—
 - (i) special schools maintained by the authority, and
 - (ii) special units attached to other categories of schools so maintained,

with a breakdown, according to each type of special educational need catered for in each of those two types of settings, and (for each such setting and separately for each type of special educational need catered for in each such setting) a further breakdown according to whether —

- (i) the provision is day provision only,
- (ii) termly boarding provision is available,
- (iii) 52 week boarding provision is available, or
- (iv) the provision is Welsh or English medium.

Summary of LEA Targets for Adoption in Single Education Plans by 31 July 2006

Target <i>Please see guidance for full definitions</i>		Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
			2004/05	2005/06	2006/07	2007/08 <i>NB subject to review in 06/07</i>
Key Stage 2	Percentage of pupils achieving the CSI					
Key Stage 3	Percentage of pupils achieving the CSI					
Key Stage 4	Percentage of pupils achieving the CSI					
	Percentage of pupils achieving 5 or more GCSE passes at grades A *-C					
	The Average Point Score for 15 year olds					
	Percentage of pupils leaving full time education without a recognised qualification.					
	Percentage of pupil attendance for primary schools					
	Percentage of pupil attendance for secondary schools					
	Permanent exclusions per 1,000 pupils for secondary schools					
	Fixed term exclusions; percentage of days lost for primary schools					
	Fixed term exclusions; percentage of days lost for secondary schools					
	Average length of fixed term exclusion for primary schools					
	Average length of fixed term exclusion for secondary schools					

Annex 1b

Summary of revised LEA Targets for Publication as an addition to Authority's Single Education Plans by 31 July 2006

Target <i>Please see guidance for full definitions</i>		Actual Performance 2005/06	Target 2005/06	Target 2006/07 <i>As published</i>	Target 2007/08 <i>Reviewed</i>	2008/09 <i>NB subject to review in 06/07</i>
Key Stage 2	Percentage of pupils achieving the CSI					
Key Stage 3	Percentage of pupils achieving the CSI					
Key Stage 4	Percentage of pupils achieving the CSI					
	Percentage of pupils achieving 5 or more GCSE passes at grades A *-C					
	The Average Point Score for 15 year olds					
	Percentage of pupils leaving full time education without a recognised qualification.					
	Percentage of pupil attendance for primary schools					
	Percentage of pupil attendance for secondary schools					
	Permanent exclusions per 1,000 pupils for secondary schools					
	Fixed term exclusions; percentage of days lost for primary schools					
	Fixed term exclusions; percentage of days lost for secondary schools					
	Average length of fixed term exclusion for primary schools					
	Average length of fixed term exclusion for secondary schools					

Model Survey Form for Assessing Demand for Welsh Medium Provision (LEAs should adapt this in the light of local circumstances)

Introduction

As a local education authority we have a duty to plan school places so as to match school provision with identified need from age 3 to post 16. We need to assess whether we have sufficient school places for children whose parents wish them to be educated through the medium of Welsh.

As the parent or guardian of a pre school child you are invited to complete the form below to assist us in our planning. You do not need to include your name and address, but please include your post code since this assists us in identifying the nearest schools to where you live, and matching demand to the availability of places.

You do not have to be a Welsh speaker to send your child to a Welsh medium school, and many children from English speaking homes already attend our Welsh medium schools.

1. Do you have any pre school children living with you at this address?

Yes ☐ No ☐

2. How many pre school children live with you here?

3. Please state the age(s) of the child/children

.....

4. Have you thought about which primary school or type of primary school you would like your child to attend?

Yes ☐ No ☐

5. Which school (or which of the following schools) is the nearest to your home? Please circle the nearest school or more than one school if a number are at an equal distance.

(LEA to give list of schools in the local area and a map if possible, showing their location and noting which are Welsh medium)

6. Which school(s) might you choose for your child?
.....
7. If a Welsh medium school were as close to your home as other schools would you be likely to choose this school for your child?
Yes ☐ No ☐
8. What is the greatest distance from your home you would be prepared for your child to travel to reach a preferred school?*
- km/miles
9. Please provide address or Post-Code
.....
.....
.....

Thank you for completing this form. Please return to :

If you have any queries about schools please contact:

* The LEA may wish to add a brief note about its policy on home to school transport and specifically its policy on transport to Welsh medium schools where these are not the nearest suitable school to the home.

Pupil Numbers: Primary Schools and Maintained Nursery Schools: Position at January 2006

School Number	School Name	Welsh Indicator ¹	Type of School: Community/VC/VA/Foundation	Age Range ²	NOR at Jan ³	Capacity ⁴	Surplus capacity	Over capacity	SN or AN ⁵	Number of FTE places available in designated nursery class ⁶	Number of pupils on roll in a designated nursery class ⁷	Number of places available in temporary accommodation ⁸	Surplus %	Over sub-scribed %	Number of admission requests refused for academic year 2005/06
	Total number of schools =														
Indicate whether MOE (from 13/95) or MCW															

1. Please insert (a) if the school is Welsh-speaking. A school is Welsh-speaking if more than half of the National Curriculum subjects including religious education but excluding English and Welsh, are taught wholly or partly in Welsh. Insert (b) if Welsh is used for less than half of the curriculum. Insert (e) for schools in neither of these categories.
2. Include Maintained Nursery Schools
3. Number on roll (NOR) should include any part-time pupils on a head count basis, but exclude **all** full-time and part-time pupils in a designated nursery class.
4. For 2006 and 2007: as indicated by the capacity assessment formula set out in Annex to circular 13/95, or in Assembly Guidance "Measuring the capacity of schools in Wales" MCW (please indicate which). From 2008, latter method should be used. Non-permanent buildings which have been used as teaching accommodation for at least 3 years and where there are no plans for removal should be included.
5. A Standard Number (SN)/Admission Number (AN) is a fixed minimum entry number derived from the school's capacity.
6. Number of FTE nursery places which can be accommodated in the space available in a designated class. This should be recorded here and not in capacity.
7. Number of nursery pupils on roll in a designated class should be recorded here and not in NOR.
8. Temporary accommodation is only accommodation which is expected to be used for less than 3 years. It should not be included in the capacity calculation.

Annex 3b

Pupil Numbers: Secondary Schools: Position at January 2006

School Number	School Name	Welsh Indicator ¹	Type of School: VA/Foundation	Age Range	NOR at Jan ²	Capacity ³	Surplus capacity	Over capacity	SN or AN ⁴	AN for 6th Form when available from MCW	Number of 6th Form pupils on roll	Number of places available in temporary accommodation ⁵	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
Total number of schools =															
Indicate whether MOE (from 13/95) or MCW															

1. Indicate with (a) if Welsh speaking secondary school: ie a school where more than one half of the following subjects, namely Religious Education and the subjects other than English or Welsh which are foundation subjects are taught wholly or partly in Welsh.
2. Number on roll (NCR) should include any part-time pupils on a FTE basis.
3. For 2006 and 2007: as indicated by the capacity assessment formula set out in Annex A to Circular 13/95, or in Assembly Guidance "Measuring the capacity of schools in Wales" - MCW (please indicate which). From 2008, latter method should be used. Non-permanent buildings which have been used as teaching accommodation for at least 3 years and where there are no plans for removal should be included.
4. A Standard Number (SN)/Admission Number (AN) is a fixed minimum entry and is derived from the school's capacity.
5. Temporary accommodation is only accommodation which is expected to be used for less than 3 years. It should not be included in the capacity calculation.

Projections of Pupil* Numbers 2007-2011

School Number	School Name	Actual NOR at Jan 2006	Forecast NOR at Jan 2007	Forecast NOR at Jan 2008	Forecast NOR at Jan 2009	Forecast NOR at Jan 2010	Forecast NOR at Jan 2011

* Nursery Age Pupils should not be included

Primary School Special Units in Maintained Settings

Name of Setting	Type of Provision ¹	Language ²	No Places ³	Gender

- 1
- OA = Observation and Assessment
 - EBD = Emotional and Behavioural Difficulties
 - ASD = Autistic Spectrum Disorder
 - MLD = Mild Learning Difficulties
 - PD = Physical Difficulties
 - SLD = Severe Learning Difficulties
 - PMLD = Profound and Multiple Learning Difficulties
 - SLCD = Speech, Language and Communication Difficulties
 - SpLD = Specific Learning Difficulties
 - HI = Hearing Impaired
 - VI = Visually Impaired
 - MSI = Multi sensory Impairment
 - M = Mixed
 - Med = Medical Difficulties

2 Indicate if available through Welsh medium

3 Number of pupils who can be accommodated

***Special units attached to mainstream schools may also be referred to as resource bases or units. Such bases or units, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis."**

Secondary School Special Units in Maintained Settings*

Name of Setting	Type of Provision ¹	Language ²	No Places ³	Gender

- 1 OA = Observation and Assessment
 EBD = Emotional and Behavioural Difficulties
 ASD = Autistic Spectrum Disorder
 MLD = Mild Learning Difficulties
 PD = Physical Difficulties
 SLD = Severe Learning Difficulties
 PMLD = Profound and Multiple Learning Difficulties
 SLCD = Speech, Language and Communication Difficulties
 SpLD = Specific Learning Difficulties
 HI = Hearing Impaired
 VI = Visually Impaired
 MSI = Multi sensory Impairment
 M = Mixed
 Med = Medical Difficulties

2 Indicate if available through Welsh medium

3 Number of pupils who can be accommodated

***Special units attached to mainstream schools may also be referred to as resource bases or units. Such bases or units, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis."**

Special School Provision

Name of School	Type of Provision ¹	Language ²	No. Places ³			
			Day	Res 38 week	Res 52 week	Gender

- OA = Observation and Assessment

EBD = Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD = Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties
- Indicate if available through Welsh medium
- Number of pupils who can be accommodated

***Special units attached to mainstream schools may also be referred to as resource bases or units. Such bases or units, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis."**